DOCUMENT RESUME

ED 136 685 HE 008 741

AUTHOR Westerheide, W. J.; Krueger, Reynold J.
TITLE The Competency-Based Degree Program at Oklahoma City University: The Program and the People It Serves.
PUB DATE Apr 77
NOTE 54p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 4-8, 1977)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Adult Education; Age; Comparative Analysis; Degree Requirements; *Degrees (Titles); Females; *Higher Education; Individualized Programs; Males; *Performance Based Education; *Performance Contracts; Racial Composition; *Special Degree Programs; Student Characteristics; Student Employment; Universities
IDENTIFIERS *Oklahoma City Univeristy; Prior Knowledge

ABSTRACT

The Competency-Based Degree Program (CBDP) at Oklahoma City University is an effort by a traditional university to serve a new and expanded group of students while maintaining a high level of quality in the services it provides. The CBDP is unique in that it is truly a nontraditional program operating within a traditional university with well established traditional programs. The nontraditional elements in the program are that each student (1) designs his or her own degree contract; (2) can receive credit for nontraditional prior learning; and (3) is not required to complete any prespecified coursework or attain any prespecified competencies. This study explores and describes the CBDP, and provides comparisons between nontraditional and traditional students and the variables of age, race, sex, marital status, and number of hours worked off campus. Additional data is given on CBDP students' reasons for enrolling, goals, what they might be doing if there were no CBDP. (Author/MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED136685

THE COMPETENCY-BASED DEGREE PROGRAM AT OKLAHOMA CITY UNIVERSITY: THE PROGRAM AND THE PEOPLE IT SERVES

A PAPER PRESENTED TO:
THE 1977 ANNUAL MEETING OF THE
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
APRIL 4-8, 1977
NEW YORK CITY, NEW YORK

W.J. Westerheide
Acting Director,
COMPETENCY-BASED DEGREE PROGRAM
OKLAHOMA CITY UNIVERSITY

AND

Reynold J. Krueger
Coordinator of Music Education and
Student Coordinator, CBDP
OKLAHOMA CITY UNIVERSITY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE008741

John W. White, Jr.
Dean of Arts and Sciences
Project Adminstrator

Phyllis Colyer
Program Director
(on Leave)

PREFACE

Liberal education is at a critical crossroads in the United States. While preserving its essence as a liberating force in the individual's life, an element badly needed in this rapidly changing era where the ability to respond quickly and positively to change while maintaining a sense of life's continuity and meaning is at a premium, it must address effectively the great diversity and strong career orientation which characterize today's students. Liberal education must be provided in relevant forms to "non-traditional" as well as "traditional" learners. The Competency-Based Degree Program (CBDP) at Oklahoma City University does just this.

The CBDP is a distinctly different, academically effective, and fiscally efficient alternative to the traditional baccalaureate degree structure. In the CBDP, the degree is defined in terms of qualitatively demonstrated competence rather than the quantitatively oriented "g.p.a." and credit hours. And the degree process is literally tailored to fit the individual circumstances of each student.

The CBDP idea was generated and encouraged by a series of discussions during the spring, summer, and fall of 1973 involving many OCU faculty and administrators. Especially prominent at that stage were Dr. Jerrold Zacharias of MIT, a member of the MIT-OCU Consultative Committee, and Dr. William Coffia, Associate Dean for Education at OCU. The program owes its existence to The Fund for the Improvement of Postsecondary Education which provided a developmental grant and to the OCU faculty members who formed the original CBDP Committee: Dr. Reynold J. Krueger, Dr. Joseph Trimble, Dr. Robert Trail, Professor Leo Werneke, and Professor Bill Willcutt. Special recognition must go to Professor Phyllis Colyer, CBDP Director during the first two critical formative years, and to Joe Westerheide, Research Associate and now Acting Director. Also, a special expression of appreciation is due for essential advice and counsel to Drs. Grady McGonagill and Richard Hendrix, FIPSE program officers, and to Drs. Joseph Katz, Edward Taylor, Malcolm Parlett, and Ernest Palola, consultants to the project. Finally, the Competency-Based Degree Program would never have

become reality without the continuous input, constructive debate, and strong support of the OCU faculty, Dr. Robert L. Jones, Academic Vice-President, and Dr. Dolphus Whitten, President.

A note of thanks is also due to the CBDP Steering Committee members, Dr. Billye VanSchuyver, Dr. Klaus Rossberg, Professor Dennis Jowaisas, Professor Florence Birdwell, Dr. Chester Peek, Dr. Perry Dilion, Mrs. Marion MacInnis, and the CBDP student representatives, Mona Miller, Oscar Heuser, and Bob Creson.

The complete list of OCU faculty and staff who have contributed to the program's development is too lengthy to mention. The success of the CBDP to date has been due to the substantial help and cooperation of the entire University.

John W. White, Jr.
CBDP Project Administrator
and Dean of the College
of Arts and Sciences at OCU
February 27, 1977

TABLE OF CONTENTS

Introduction 1

Background of OCU and the Competency-Based Degree Program. 3

Section 1: Description of the Competency-Based Degree Program 4

- Overview of Competency Areas. 4
- The Degree Contract 6
- Organizational Structure. 7
- Student Progress Through the CBDP 9
- The Colloquium. 12
- Tuition and Fees. 13

Section 2: Methodological Considerations. 17

- Data Collection for CBDP Students 17
- OCU Student Survey. 17
- Data Analysis 18
- Pre-Selection Factors for CBDP Students 18

Section 3: Comparison of CBDP Students and Traditional Students 20

- Age 20
- Race and Sex Comparisons. 21
- Marital Status and Number of Hours Employed Off Campus. 22
- Summary of Comparisons. 24

Section 4: Further Description of CBDP Students 25

- Additional Sociodemographic Data. 25
- CBDP Students' Reasons for Enrollment 26
- Discussion of CBDP Students' Reasons for Enrollment 27
- CBDP Student Goals. 29
- If There Were No CBDP 33

Section 5: So What. 35

- Student Educational Needs 36
- Faculty Interviews as an Assessment Technique 37
- Establishing a Working Relationship 38
- What's Next 39
- Language and Vernacular 39
- The Student as a Resource 40

Appendix A: Enrollment Questionnaire

Appendix B: OCU Student Survey

INTRODUCTION

One of the goals of non-traditional programs is to attract new students to the realm of Higher Education. This goal is important for two reasons. First, there is a value in much of higher education, and the advantages of higher education should be available to whomever desires and is capable of undertaking college work. To achieve this, many non-traditional programs have endeavored to become free of the time and space restrictions of traditional programs.

The second reason might be rather bluntly stated as institutional survival. With the decreasing enrollments and numbers of students in the traditional college age group, many colleges and universities need to find and attract new student groups not previously served. This creates a fortunate situation where the practical concerns of operating an institution of higher education provide a push in the direction of achieving educational goals.

The Competency-Based Degree Program (CBDP) at Oklahoma City University is an effort by a traditional university to serve a new and expanded group of students while maintaining a high level of quality in the educational services provided. The CBDP is unique in that it is a truly non-traditional program operating within a traditional university with well established traditional programs.

This paper explores and describes the CBDP, and provides comparisons between non-traditional and traditional Oklahoma City University students, where appropriate data are available. The organization of this paper is such that each of the five major sections are relatively independent. The first major section is the "Description of the Competency-Based Degree Program." This section outlines in some detail the processes and procedures of the CBDP and how the program is structured.

The second section provides the methodological considerations needed to establish a context for the ensuing discussion of results. Section III, "Comparison of CBDP Students and Traditional Students," compares CBDP students to a sample of OCU students enrolled in traditional academic programs. The

variables where comparable data are available include age, race, sex, marital status, and number of hours worked off campus.

A more extensive description of the CBDP students is available in the fourth section. This section reports on CBDP students' reasons for enrollment, their goals, and what their plans might be if there were no CBDP as well as some additional sociodemographic data.

The final section, "So What," is a narrative commentary highlighting some of our views, problems, biases, goals, and successes as based on two and one-half years of experience with the program to date.

BACKGROUND OF OCU AND THE COMPETENCY-BASED DEGREE PROGRAM

Oklahoma City University (OCU) is a United Methodist related, liberal arts focused, response oriented institution located in the demographic center of a large urban area. In response to a rapidly growing diversity, both within its student body and among persons in the community who are seeking higher education, OCU has attempted to deal with the problems of non-traditional learners for a number of years. The traditional programs at OCU have well established independent study options, an immersion semester program, extension programs, and a heavy schedule of night courses including an Evening Law School. Even with the flexibility provided by these special programs, some students find the traditional degree structures inhibitive or prohibitive. The Competency-Based Degree Program is a response to this need.

The CBDP defines the baccalaureate degree in terms of competencies to be achieved in seven areas of learning rather than in terms of courses, credit hours, or grades. The CBDP allows for the specific competencies within each area to be defined by each individual student and his or her personal faculty "Sign-Off Team " as well as the identification of the methods and processes for achieving these competencies.

Support from the Fund for the Improvement of Postsecondary Education (1974-76) enabled OCU to implement the CBDP as a small program within the College of Arts and Sciences. Forty-five students are currently enrolled, and a substantial waiting list of well qualified students has existed since the end of the first semester of the program's operation. Demand has continued to increase in spite of the fact that the University has made no deliberate effort to publicize the CBDP to the community in general and has, in fact, consciously resisted publicizing it for fear of arousing far more demand than the program in its present form can meet.

Since the CBDP began accepting students in August of 1975, 73 students have enrolled in the program. Of these, 8 have graduated and 45 are pursuing degrees. Of the 24 students who have dropped out, 4 have subsequently re-enrolled while 4 are currently on the waiting list to reenter the program.

SECTION 1:
DESCRIPTION OF THE COMPETENCY-BASED DEGREE PROGRAM

The Competency-Based Degree Program (CBDP) is an optional second degree structure at Oklahoma City University offering students an alternative means of obtaining a Bachelor of Arts or Bachelor of Science degree. The CBDP differs from the traditional degree structure in that the criteria for awarding the degree are the achievement and demonstration of competency rather than the accumulation of designated numbers of credit hours, courses, and grades.

The CBDP utilizes a learning contract approach and allows for a high degree of individualization in both the learning outcomes achieved and the process by which the learning is achieved. As such, the CBDP requires a high degree of self direction and self discipline on the part of the student. Each student works with a faculty coordinator and two supporting faculty members. These three faculty members make up the Student's Sign-Off Team (SST), and additional faculty members are utilized as consultants for planning, supervision, and/or assessments of learning contracts when additional expertise is appropriate.

Each student, under the guidance of his/her SST, writes a degree contract that includes: (a) the student's competencies, (b) how the competencies were attained (process), and (c) how the competencies were verified and documented (evidence). The competencies are organized into six Liberal Arts Competency Areas and the Area of Concentration. After completion of the Degree Contract, the student devises one final learning activity called the Culminating Project. The Culminating Project interrelates at least three major themes in the student's degree program.

OVERVIEW OF COMPETENCY AREAS

Liberal Arts Competency Areas:

Each student in the CBDP is required to demonstrate or document that competency has been attained in six liberal arts competency areas. The

specific competencies to be attained in each area and the method by which these will be (or have been) attained will vary from student to student. It is the responsibility of the student and his/her SST to see that the following six areas have been included in the Degree Program Contract in such a way that the student's particular goals and needs are satisfied while the requirements for the degree program are met:

1. Communication Skills

   Each student is expected to attain basic competencies in oral and written language appropriate to conduct college level studies and to communicate effectively with more than one type of audience.

2. Experimental Conformation

   Each student is expected to be able to collect and organize data, to formulate a hypothesis from these data, and to test and verify this hypothesis. While courses in science and mathematics may contribute to or provide a context in which to demonstrate the use of the scientific process, students are not limited to these but may develop and demonstrate competency in the research processes of such areas as psychology and sociology.

3. Aesthetics and the Arts

   Each student is expected to be able to perceive the relationship between style and content in at least three art forms and to be able to discuss these art forms in terms of their contributions to and interaction with society. He/she is expected to become cognizant of and perceive the aesthetic expressive elements in works of art.

4. Comparative Cultures: Cultures of the United States, Western Culture, and Non-Western Culture

   By selecting from a variety of disciplines (e.g., history, philosophy, sociology, literature, etc.), each student is expected to be able to make a comparative study between a Western and Non-Western culture and to demonstrate an understanding of the historical development of the United States and the contributions of at least one ethnic minority to the composite culture of the U.S.

5. Health and Ecology

   Each student is expected to demonstrate an understanding of how his/her personal life style affects and is affected by society and the environment. The student should formulate and discuss questions and possible answers concerning the issue of how to sustain a healthy life of quality for the greatest number of people in an interdependent world.

6. Business and Legal Aspects of Society

Each student is expected to achieve a general understanding and overview of the American economic system and the American legal system so that he/she is able to make better use of these systems. The student provides a framework for at least one focused, specified study of his/her's choosing relating business and legal aspects of society to the student's own goals and interests.

Area of Concentration:

Each student is expected to select the Area of Concentration (AC) according to his/her particular goals, needs, or interests. The CBDP provides three options for students to fulfill their Areas of Concentration: (1) the student may concentrate on a traditional discipline represented by one of the established departments within the University, (2) the student may develop an interdisciplinary Area of Concentration and work with more than one department or possibly with one department on campus and with an off-campus resource in the community or at another institution, and (3) the student may develop an Area of Concentration in the Liberal Arts, detailing the competencies which he/she will achieve beyond those undertaken in the general Liberal Arts requirements.

THE DEGREE CONTRACT

To earn a degree in the CBDP, students fulfill the specific requirements detailed in a Degree Contract. This Degree Contract is a formal agreement between the student and the University stating the requirements for the completion of the B.A. or B.S. degrees.

The Degree Contract is written by the student with the help of his/her Student's Sign-Off Team (SST) and is approved by the CBDP Steering Committee. The Degree Contract has two major sections. The first includes the six Liberal Arts Competency Areas, comprising approximately two-thirds of the degree; the second is the student's Area of Concentration, comprising one-third of the degree. In both sections, the Degree Contract will indicate which competencies have been demonstrated as previously attained (Prior Learning Experience), how the competencies were attained, and how these were demonstrated and verified. New learning is contracted for in the same way; that is, the competencies to be attained are specified along with how the competencies are to be achieved and how these are to be demonstrated or verified.

The contract may be submitted to the Steering Committee for approval either in stages or all at once. Learning projects may include a variety of learning modes such as internships, research, civic work, library research, work experience, and travel as well as traditional classroom work.

ORGANIZATIONAL STRUCTURE

The Competency-Based Degree Program (CBDP) not only differs from the traditional program in terms of its program design but also in terms of the administrative structure designed to implement the program. This section presents the basic organizational structure of the CBDP while the next outlines how the student moves through the program.

There are two basic structures within the CBDP: academic and administrative. Although there is overlap and a need for communication between these structures, explanation is often made easier by separating the two.

Academic Structure:

The academic structure is controlled and maintained in the CBDP by the OCU faculty. The purpose and major concern is to insure that students receive a well-rounded and quality education. In the CBDP, the content of each student's degree defines his/her educational activities. Therefore, the academic structure includes the means for helping students write contracts and for approving contracts on behalf of the University.

At the base of this structure is the student's three member Student's Sign-Off Team, or SST. The SST is composed of the SST Coordinator and two supporting SST members drawn from a faculty pool who receive released-time for working with CBDP students. Additional OCU faculty or other members of the community with special expertise may work with individual students as consultants.

The faculty member working most closely with the student is the SST Coordinator. The student's coordinator has the primary responsibility for helping the student write his/her Degree Contract and providing academic counseling. The two supporting faculty members of the student's SST are called in as needed by the student and/or SST Coordinator during the planning and implementation of the student's contract. The student's full three member SST approves all sections of the student's Degree Contract and validates the evidence supporting

the competency claims before the contract is sent to the CBDP Steering Committee for final approval.

In addition to the student's SST, the student must obtain from inside or outside the University a consultant for the Area of Concentration. This consultant must approve the work to be done in the student's Area of Concentration. An exception to this occurs when the appropriate faculty member for the Area of Concentration is already on the student's SST.

When the Degree Contract or Partial Contract is completed and approved by the student, the SST, and, in the case of the Area of Concentration, by the consultant, the contract is sent to the CBDP Steering Committee (SC) for approval. The SC is comprised of eight OCU faculty members and is responsible for insuring quality and consistency in the CBDP by approving, in the name of the University, the student's Degree Contract. The SC also acts as a student appeals board and as an advisory board to the CBDP Executive Committee. Membership includes the Vice-President for Academic Affairs as chairperson and an elected representative from the following divisions: 1) School of Music, 2) School of Management and Business Sciences, 3) Science and Mathematics, 4) Humanities, 5) Education, 6) Social Sciences, and 7) CBDP students. The Steering Committee is the final step in the academic structure.

Administrative Structure:

The administrative structure of the CBDP is responsible for how the program works and for insuring that things get done in the system. As such, it does not affect the content of a student's Degree Contract. Rather, it is responsible for maintaining records, moving students through the program, and insuring that the program works smoothly.

At the top of the administrative structure is the CBDP Executive Committee. This committee includes the Dean of the College of Arts and Sciences as CBDP Administrator, the CBDP Director, and the CBDP Faculty Liaison. The Executive Committee makes decisions on program control, operation, and implementation of policy.

The day-to-day activities of program administration are under the supervision of the CBDP Director. The Director is responsible for screening students in and out of the program, assisting and supervising student progress through

the program, coordinating the CBDP Colloquium, and working out other matters that are not specifically academic.

STUDENT PROGRESS THROUGH THE CBDP

The CBDP can be viewed as including six stages which are common to each CBDP student's program. The content, time spent, and inner-workings of the stages may vary according to individual student needs. However, the final output of each stage remains the same. During these stages, the student works most closely with his/her SST Coordinator. The other two faculty members on the SST are utilized at key points and as needed in the judgment of the SST Coordinator and the student. Briefly the stages are as follow:

STAGE 1: Entry

The purpose of this stage is to screen into the CBDP people for whom the program is the best available method of education and to screen out and refer to other educational resources people for whom the program would not be appropriate. The program entry stage includes the potential student's referral, application, pre-assessment, and admission to the CBDP. The entry stage terminates with the student's enrollment and payment of the $1,000 initial deposit or the referral of the student to other educational resources. Central to this stage is the exchange of information between the CBDP and the prospective student.

When an individual is referred or indicates interest in the CBDP, he/she first meets with the CBDP Director for a general discussion of the CBDP concepts, the nature of the program, and how the CBDP may help meet his/her educational needs and goals. If the student is accepted by the University and the CBDP and decides to enroll, he/she pays the initial deposit and is assigned a Student's Sign-Off Team (SST). The student is then responsible for contacting and making an appointment with his/her SST Coordinator so together they can begin developing his/her educational program.

As a second alternative, the student may elect to take advantage of the CBDP's optional pre-assessment. The pre-assessment allows the prospective student to explore in more detail the CBDP and the possibilities for his/her individualized educational program. If, following the pre-assessment, the

student decides to enroll in the program, he/she pays the initial deposit, is assigned an SST, and begins developing his/her program.

STAGE 2: Planning

When the student enrolls in the CBDP and pays the initial deposit, the planning stage begins. The planning stage involves the most intensive educational counseling activities of the CBDP. In addition to meeting with CBDP faculty and other OCU faculty as needed, the student may also wish to discuss career plans with individuals in specific occupations, review labor market data, review catalogs from other colleges, or any other activity that might provide the student better and/or more complete information on which to base his/her educational decisions.

The first activity of the planning stage is the preparation of the three or four page Autobiography which summarizes the student's life, work, educational experiences, and educational goals. The Autobiography is considered the first step in writing the Degree Contract. In the writing of the Autobiography, the SST Coordinator and the student establish the working relationship necessary for the more detailed and exacting work of writing the Prospectus and the Degree Contract. This activity also gives the student time to get oriented to the CBDP and time to get his/her life and educational goals down on paper.

The Prospectus outlines in detail the student's educational plans and Prior Learning Experiences (PLE) which will be used in planning and counseling sessions with his/her SST Coordinator, SST, and other faculty as needed. The emphasis in the Prospectus is on content. The form and the wording of the Prospectus are not as critically important as in the official Degree Contract. The writing of the Prospectus involves carefully detailing prior experiences, drawing out the learnings from these experiences, and developing specific educational plans. The Prospectus is the outcome of the planning process.

STAGE 3: Assessment of Prior Learning Experiences and Contract Writing

The contract writing stage involves three distinct activities. The first activity is the actual writing of the Degree Contract. Since the Degree Contract serves as the official University record for the student, it must be

written in a standard form and be free from mechanical errors. The Prospectus, completed during the planning stage, serves as the framework for the writing of the Degree Contract. If the Prospectus is detailed and complete, the SST Coordinator and the student will not have to deal with matters of educational counseling or outlining prior experiences at this time.

The second major activity is the assessment of the student's Prior Learning Experience (PLE). More correctly stated, the assessment involves the verification and documentation of the validity of the competency statements made in the Degree Contract or Partial Contract. Each competency statement made in the Degree Contract must be assessed, verified, and/or documented. This activity may overlap with the writing of the Degree or Partial Contract since competency statements may be deleted, expanded, or modified as a result of the assessment.

The third and final activity in this stage is the submitting of the Degree or Partial Contract to the CBDP Steering Committee (SC) for approval. The SC has the responsibility of approving the contract in the name of the University. On approval of the student's contract by the Steering Committee, the contract writing phase ends, and the student then implements the contract as approved. If the student has elected to submit a Partial Contract to the Steering Committee or if the student decides to change his/her contract, the Partial Contract loop is employed.

STAGE 4: Implementation

The implementation stage involves the fulfillment of the Degree Contract and the assessment of competencies acquired through new learning contracts as specified in the Degree Contract. The implementation of the contract is under the general supervision of the student's SST. Direct supervision of specific parts of the student's contract may fall on individual SST members, other faculty, or persons outside the University that have been specified in the Degree Contract. The SST retains the final responsibility for "signing-off" different parts of the Degree Contract and insures the adequate assessment of specified competencies. The outcome of the implementation stage is the achievement and assessment of all competencies identified in the Degree Contract.

STAGE 5: Culminating Project

The Culminating Project is developed by the student and approved by his/her SST. As the student's final learning contract, the Culminating Project

is to be a synthesis interrelating at least three themes of learning areas in the student's program. Prior to implementing the Culminating Project, the student must obtain the approval of his/her SST who will insure that the spirit and purpose of the Culminating Project is maintained.

STEP 6: Awarding the Degree

Upon completion of the Culminating Project to the satisfaction of the student and his/her SST, the SST signs-off the student on a form provided and forwards the Degree Contract and associated student information to the CBDP Office. At this time, the responsibility for advising and coordinating with the student returns to the CBDP Director. A narrative transcript is prepared that includes all competency statements made in the Degree Contract.

THE COLLOQUIUM

The CBDP Colloquium meets on a regular basis and is the one time when all students in the program are required to be on campus to meet together. The Colloquium is designed to perform the following functions:

1. To act as a problem solving group

   Since all students in the Colloquium will have in common the necessity of designing and carrying out a Degree Program Contract on a more independent basis than students in the traditional program usually work, students can be mutually helpful to each other in identifying resources, learning strategies, and solutions to problems which may arise in the writing of the contract or in any other aspect of the program.

2. To act as an integration mechanism for the liberal arts

   The Colloquium provides a context in which students with different Areas of Concentration and different strategies for learning can share experiences and perspectives. A program committee of CBDP students plans with the Director programs which meet the needs and interests of CBDP participants. Through the student presentations of Culminating Projects, the presentations of outside speakers brought in to illuminate the various Liberal Arts Competency Areas, and informal discussions, students explore ideas concerning content, diversity, and options for their Degree Programs and the use of acquired competencies elsewhere in life.

3. To act as a support group and social group

   For many CBDP students who work full time and have designed their Degree Program Contracts around independent projects, the Colloquium may be the

only contact with the campus. For these students especially, it will be important to know that they are not alone in experiencing particular problems in designing the contract and that there are others with whom they can vent and brainstorm and get immediate help and feedback. Faculty SST members attend the Colloquium, and part of the program is structured for student-faculty meetings to check-in on progress and clear-up any questions which may have arisen. A coffee break allows for informal visiting.

4. To act as a community of scholars within the idea of a university

At its best a university is a community of scholars. Within the context of the CBDP and OCU's educational goals, this community of scholars functions not only to absorb learning but also to share and make use of learnings to improve the quality of life. The Colloquium provides a context in which this may happen.

TUITION AND FEES

CBDP Tuition Schedule:

Unlike the traditional college program, the CBDP does not use the usual "credit hour" approach to granting credit for student work. Instead, the cost of a student's program is charged by the competency area. In the CBDP, there are six Liberal Arts Competency Areas and an Area of Concentration. The Area of Concentration is four times any individual Liberal Arts Competency Area in both the amount of work required and cost.

There are three ways a competency area may be completed. Each way differs in the time and energy the University is required to give and, therefore, the tuition it must charge the student.

1. Traditional College Learning

The first way a competency area, or a percentage of the competency area, may be completed is by the student transferring in courses or other work previously credited by another accredited college or university. In this case, OCU is required to do very little additional work, and there is, therefore, no charge. Included in this category is credit achieved through CLEP tests.

2. Non-Traditional Prior Learning

Non-traditional Prior Learning Experience is any learning experience at a college level that has not been previously credited by an accredited college

or university. This category includes work experience, community work, and almost any activity where college level learning has occurred. Unlike traditional college work, this non-traditional prior learning experience has not been previously evaluated by an accredited college or university and must be assessed by OCU faculty. The process of assessing non-traditional learning consumes the time and energy of faculty and is, therefore, charged at a rate of $200 per Liberal Arts Competency Area or a percentage thereof. Since the Area of Concentration represents four times the work and effort of a Liberal Arts Competency Area, the rate would be $800 for the Area of Concentration or a percentage thereof.

3. Contracted Learning

The previous two ways of completing a competency area have dealt exclusively with prior learning experience (PLE). After entering the program, the student contracts with the University for his/her learning and subsequent credit. In this case the University is expending more of its resources on behalf of the student than with the prior learning, where the actual learning has already taken place. The total charge for learning contracted for in the CBDP is $550 for each Liberal Arts Competency Area and $2200 for the student's Area of Concentration or a percentage thereof.

Minimum Cost:

The actual cost of any individual student's degree program will obviously vary depending on the amount of prior learning experience credited and how that prior learning was achieved. A minimum cost for a degree through the CBDP is set at $1,000. This minimum cost is not paid in addition to the costs described above but rather represents a minimum fee if the tuition a student would pay as described above would not equal $1,000. All fees for contracts are due when the contract has been approved by the CBDP Steering Committee and fees are paid in the OCU Business Office. All arrangements for payment of fees must be made with the Business Office.

Example of Tuition for Part of a Degree Contract:

Ivy Hall, a CBDP student, had the following partial contract approved by the CBDP Steering Committee:

Contract for Ivy Hall:

Area	Approved	Tuition
Aesthetics and the Arts	25% by non-traditional prior learning	$ 50.00
	25% by college courses from I.Q. University	0.00
	50% by learning contract in the CBDP	275.00
Area of Concentration	50% by non-traditional prior learning	400.00
	25% by CLEP examination	0.00
	25% by learning contract in the CBDP	550.00
TOTAL TUITION		$1275.00
INITIAL DEPOSIT		1000.00
TUITION DUE		$ 275.00

Since Ivy's initial deposit was $1,000, he will now owe an additional $275 for this first portion of his Degree Contract.

Initial Deposit:

The amount of tuition each student pays is determined by the student's Degree Contract with a minimum program cost (total tuition) of $1,000. At enrollment, the student deposits the $1,000 minimum tuition as "earnest money" to be applied toward the tuition as described in the tuition schedule.

The minimum tuition deposit will not increase the total cost of the program to the majority of students since it is applied to any contracts the student writes during his/her first six months in the CBDP. Any part of the $1,000 initial deposit that is not obligated during the first six months of the student's participation in the program is forfeited at the end of the six months. If the student has extenuating circumstances that account for his/her not having contracted for sufficient work to obligate the entire $1,000 or "earnest money" during his/her first six months in the program, the student may petition the CBDP Director for an extension not to exceed two months. For students who decide early in their program to withdraw, the following schedule applies:

	Refund
Withdrawal within one month of making initial $1,000 deposit	$750
Within two months	$500
Within three months	$250
Over three months	None

After the initial six month period or the extension, if granted, the student's tuition payments are assessed as remaining sections of the Degree Contract or Partial Contracts are approved by the CBDP Steering Committee. Tuition payments are based on the tuition formula and are due and payable when the Degree Contract or Partial Contract is approved.

Course Tuition:

If a student chooses to enroll in a course as part of an approved learning contract, then no separate course fee is paid. However, if a student chooses to enroll in a course that is not part of a contract, he/she is charged at the regular rate applied to all students. If the student enrolls in a course without a contract, he/she may use the course (if satisfactorily completed) as traditional prior learning experience and transfer the course into the CBDP at no cost.

Optional Pre-Assessment:

The pre-assessment is optional and is carried out before the student formally enrolls in the CBDP. The pre-assessment is designed to allow the prospective CBDP student to outline his/her individual program and potential for prior learning credit in more depth than is usually available prior to enrolling in the program and working on the Degree Contract.

During the pre-assessment period, the student meets as needed with a CBDP faculty member who will review the student's Prior Learning Experiences and help him/her outline possibilities for the educational program. From the meetings with the student, the faculty member will prepare a pre-assessment report to be given to the student to aid him/her in the decision to enroll or not to enroll in the program. In addition to the pre-assessment report, the prospective student will be able to attend the CBDP Colloquium and, if available, a space in the program will be reserved for the student for the one month pre-assessment period. The fee for the pre-assessment is $25.

SECTION 2:
METHODOLOGICAL CONSIDERATIONS

Data Collection for CBDP Students:

The data for CBDP students are taken from the CBDP Enrollment Questionnaire (see Appendix A) which was adapted for CBDP purposes from the "Student Biographical Inventory" developed by Empire State College. The Enrollment Questionnaire was completed by 35 of the 39 students enrolled in the CBDP on November 1, 1976. All students enrolled in the CBDP during September 1976 were mailed the Enrollment Questionnaire. Students entering the program during September and October of 1976 were given the questionnaire after completing the enrollment process. The questionnaire was distributed after the completion of the enrollment process to guard against any bias in the students' responses due to a desire to be accepted into the program. Since students may begin and end their work in the CBDP at any time during the year, the selection of the November cut-off date was arbitrary.

Follow-up on students not returning the questionnaire was done by either mail or by personally contacting the student at the CBDP Colloquium. Four of the thirty-nine students did not respond to the questionnaire after the follow-up.

OCU Student Survey:

Extensive data for comparison of the CBDP students with the traditional OCU students are not available. During the Fall of 1976, however, the Division of Institutional Research conducted a survey of students for the purpose of providing some direction to OCU's public relations' campaign. In this survey, a questionnaire (see Appendix B) was administered to students in their classes. An attempt was made to have the questionnaire distributed to all classes with students requested to complete the questionnaire only once. Although the survey was not successful in being given in all classes, responses were obtained for 1000 of the 1554 enrolled undergraduate students. CBDP students can be compared with the undergraduate OCU Student Survey students on the variables of age, race, sex, marital status, and number of hours employed per week.

Data Analysis:

Since all data on the OCU Student Survey were nominal, the interval data available from the CBDP Enrollment Questionnaire in regard to age and number of hours worked off campus were translated into the categories used in the OCU Student Survey. As a result, the chi square (X^2) statistical technique was selected for comparing the two groups. Students completing either questionnaire, who did not respond to an item or who made an inappropriate response (i.e., checked two categories) are identified in the "No Response" groups and are not included in the computation of chi square.

The hypotheses tested by X^2 were that the two groups differed in respect to a given item beyond the .01 level, e.g., the groups differ in respect to the relative frequency with which group members fall into the categories defined by the item.

The data obtained from the CBDP Enrollment Questionnaire for which no comparable data on traditional students were available are presented using only descriptive statistics.

Pre-Selection Factors for CBDP Students:

Since the CBDP is considered in its pilot stage, the decision was made not to establish any requirements, other than admission to the University and availability of space, for acceptance into the CBDP. If the student, after meeting with the CBDP Director, chose to apply for acceptance into the program, he/she was accepted or placed on the waiting list if a place was not available. By not restricting enrollment in the program, the CBDP was left open to whatever variety of students chose to apply. This decision left the program with only two major pre-selection factors operating--the cost of the program and referral source.

The cost of the CBDP, although computed quite differently than in the traditional program, comes out equivalent in total cost to the traditional program. This doesn't necessarily limit the comparison of CBDP students with traditional OCU students but may have a limiting effect on generalization to a state-wide population. Since OCU tuition is roughly three times that of Oklahoma state supported universities, this may eliminate some students who might otherwise apply to OCU for admission.

The other major pre-selection factor is referral source. The available openings in the CBDP were filled quickly and a waiting list initiated. Because the CBDP has had a waiting list since the end of its first semester of operation, no systematic attempt has been made to publicize the program. Variation in the student mix might occur if the program were well publicized and sufficient openings in the program were available. Table 1 gives the referral sources for students included in the sample.

TABLE 1
REFERRAL SOURCES FOR SAMPLE CBDP STUDENTS

	Referral Source	No.	%
1.	OCU Admissions Office	5	13
2.	Other OCU Faculty or Staff	13	33
3.	OCU Student Newspaper	1	3
4.	Other Newspaper	5	13
5.	CBDP Student	5	13
6.	Other OCU Student	1	3
7.	Other Source	5	13
8.	No Response	4	10
		39	101

As can be seen in Table 1, the largest source of referrals is from OCU faculty and staff. In general, the referrals are to a certain extent "in-house" in that the Admissions Office, the established information and counseling office for new students, accounts for only 13 percent of the referrals as did "Other newspapers" and "Other source."

In summary, the major pre-selection factors operating in regard to the CBDP sample are the program's cost, which although in line with the OCU traditional program, is high when compared to the state supported institutions and the "in-house" nature of the referrals. Since the CBDP did not set any admission requirements, the only pre-selection factor operating programmatically, other than cost, was the student's decision whether or not to apply after the program was explained.

SECTION 3:
COMPARISON OF CBDP STUDENTS AND TRADITIONAL STUDENTS

Age:

One of the most dramatic differences between CBDP students and traditional OCU students is in the distribution of students across the various age groups. Table 2 gives the comparisons between CBDP students and students responding to the OCU Student Survey. The age group breakdowns are the same as those used in the OCU Student Survey.

TABLE 2
AGE DISTRIBUTION OF CBDP STUDENTS AND TRADITIONAL STUDENTS

Age Group[1]	CBDP		Traditional	
	No.	Percent	No.	Percent
15-22	2	6	607	61
23-28	9	26	193	19
29-35	3	9	110	11
36-49	16	46	73	7
50+	5	14	13	1
No Response	0	0	4	0
TOTAL	35	101	1000	99

[1] $\chi^2 = 110.00$ with df = 4

As shown in Table 2, there are substantial differences in the ages of CBDP students as compared to traditional students. The traditional program has the majority of students (61 percent) in the 15-22 year age group that has traditionally been the age group that dominates undergraduate programs. Only 8 percent of the traditional students have reached ripe old ages beyond 35.

By contrast, the average age for students in the CBDP is 38 with 60 percent of the students over 35. The distribution of ages for the CBDP students is also different from traditional students in that the CBDP students' ages tend to have two peaks. First is a small peak in the 23-28 year group (26 percent) and a second larger peak in the 36-49 year age group (46 percent).

The value of X^2 (110.00) is beyond the value (13.28) needed to establish statistically significant differences beyond the .01 level between the age group distributions of CBDP and traditional students.

Race and Sex Comparisons:

In contrast to large differences found in the age group comparisons, the race and sex distributions of the CBDP students are similar to those of traditional students. Table 3 gives the sex distributions of the CBDP and traditional students.

TABLE 3
SEX DISTRIBUTION OF CBDP AND TRADITIONAL STUDENTS

Sex[1]	CBDP		Traditional	
	No.	Percent	No.	Percent
Male	20	57	543	54
Female	15	43	449	45
No Response	0	0	8	1
TOTAL	35	100	1000	100

[1] $X^2 = .0117$ with df = 1

The similarity between the sex group distributions for CBDP and traditional students is further underscored by the small value of X^2 (.0117) which is well below the value (6.63) required to establish a statistically significant difference.

The distribution of students by race also varies little between CBDP and traditional students. Table 4 shows the distribution of students in the racial groups.

TABLE 4
RACE DISTRIBUTION OF CBDP AND
TRADITIONAL STUDENTS

Racial Group[1]	CBDP		Traditional	
	No.	Percent	No.	Percent
Caucasian[2]	28	80	821	82
Black	4	11	79	8
Indian (U.S.)	2	6	18	2
Other[3]	1	3	0	0
Oriental[3]	0	0	34	3
No Response	0	0	48	5
TOTAL	35	100	1000	100

[1] $X^2 = 1.67$ with df = 1 (white and non-white)

[2] Caucasian identified as white in the CBDP study

[3] There was no "other" category in the OCU Student Survey, and no specific "oriental" category in the CBDP Enrollment Questionnaire

Racial groups were collapsed into dichotomus groups, white and non-white, and a X^2 computed on the resulting 2 x 2 contingency table. The value of X^2 (1.67) was below the value (6.63) required to indicate a statistically significant difference beyond the .01 level between CBDP and traditional students.

Marital Status and Number of Hours Employed Off Campus

The marital status distribution for CBDP students as compared with traditional students responding to the OCU Student Survey indicates some differences that might be expected given the differences in ages described earlier. Table 5 shows the frequency and percentage of CBDP and traditional students' responses to the marital status items.

TABLE 5
MARITAL STATUS DISTRIBUTION OF
CBDP AND TRADITIONAL STUDENTS

Marital Status[1]	CBDP		Traditional	
	No.	Percent	No.	Percent
Married	21	60	294	29
Not Married	14	40	703	70
No Response	0	0	3	0
TOTALS	35	100	1000	99

[1] $X^2 = 13.44$ with df = 1

Dropping the "No Response" group from the analysis and computing X^2 yield a value for X^2 of 13.44. This value is higher than the 6.63 figure needed to establish a statistically significant difference beyond the .01 level.

The "number of hours worked off campus" was another item on the OCU Student Survey where comparisons can be made between CBDP and traditional students (see Table 6). Since the OCU Student Survey asked specifically for number of hours worked off campus rather than the number of hours worked (as on the CBDP enrollment questionnaire), two full time University employees in the CBDP were included in the 0-10 hour group in Table 6.

TABLE 6
NUMBER OF HOURS WORKED OFF CAMPUS
BY CBDP AND TRADITIONAL STUDENTS

Number of Hours Worked Off Campus[1]	CBDP		Traditional	
	No.	Percent	No.	Percent
0-10	8	23	341	34
11-19	0	0	80	8
20-29	1	3	118	12
30-39	1	3	46	5
40+	25	71	273	27
No Response	0	0	142	14
TOTAL	35	100	1000	100

[1] $X^2 = 25.54$ with df = 1 (groups collapse to 0-39 and 40+)

The biggest difference in number of hours worked off campus between CBDP students is in the number of students working more than 40 hours per week. Seventy-one percent of the CBDP students were employed full-time as compared to 27 percent of the traditional students.

To compute the X^2 value for comparison of CBDP students and traditional students, it was necessary to combine categories 0-10, 11-19, 20-29 and 30-39 for each program to insure enough observations in each cell. This resulted in a 2 x 2 contingency table with a part-time employed and full time employed breakdown for each group. The X^2 value computed for the combined table was 25.54 which is more than the value (6.63) needed to establish a statistically significant difference beyond the .01 level.

Summary of Comparisons:

Unfortunately, the comparable data between CBDP and traditional students are limited to the variables of age, race, sex, marital status, and number of hours worked off campus. Even with these limited data, however, it appears that the students who chose the optional degree structure provided by the CBDP are a distinct subgroup of the University's student population.

The most significant difference is age. With an average age of 38 and with 60 percent of the CBDP students over 35 (compared to 8 percent for traditional students), the CBDP has tapped a group of potential students that appears to be under-represented in the traditional undergraduate student population at OCU.

The students enrolled in the CBDP are also more likely to be married and employed full time than traditional undergraduate students. These results should be expected given the age ranges of CBDP students. What may also be of importance in these figures is that the CBDP does not seem to be serving a large number of retired people and housewifes who might have the time to participate in traditional programs but rather a population of older, currently employed students who may not be able to attend traditional programs. In fact, only one CBDP student listed her occupation as housewife while one student is retired. Even the retired individual was unable to participate in the traditional program due to periodical hospitalization that made it difficult to complete regular coursework.

The race and sex distributions of CBDP students are essentially the same as for traditional undergraduates. If there are any pre-selection factors operating in regard to race or sex, these seem to be operating at the level of the University in general rather than the CBDP in particular.

SECTION 4:
FURTHER DESCRIPTION OF CBDP STUDENTS

Additional Sociodemographic Data:

The picture of the CBDP student provided so far indicates that he/she is likely to be older than the traditional OCU student, married, and working full time. In addition to hours worked, CBDP students were also asked the number of years in their current occupations. The 35 CBDP students completing the Enrollment Questionnaire responded to this item with responses ranging from 0 to 30 years. The average number of years in the occupation for CBDP students was 6.02 years. The income level of the CBDP students tends to reflect the data on length of time in occupation in that the family income of CBDP students is correspondingly high. Table 7 gives the family income levels for 32 of 35 respondents.

TABLE 7
TOTAL FAMILY INCOME OF CBDP STUDENTS INDEPENDENT OF PARENTS (SPOUSES INCOME INCLUDED)

	Income Level	Number	Percent
1.	None	0	0
2.	Less than $1,000	0	0
3.	$1,001 - 4,000	4	11
4.	4,001 - 7,000	5	14
5.	7,001 -10,000	5	14
6.	10,001 -15,000	4	11
7.	15,001 -20,000	1	3
8.	20,001 -30,000	8	23
9.	30,000+	5	14
10.	No Response	3	9
	TOTAL	35	99

The income levels given in Table 7 probably would be considered high for undergraduate students in Oklahoma, although no comparable data are available. Fully 51 percent of the CBDP indicated that family incomes are over $10,000 per year (incomes of parents not included).

To help round out the picture of CBDP students, two other items of data are included here. First, for the twenty-one students who indicated that

they are married, the average number of minor children is 1.33 with a range from 0 to 3. The families of the married CBDP students are not large; the largest number of minor children for any CBDP student is 3.

Second, CBDP students were asked to indicate the number of miles that they lived from OCU. The responses to this item of the CBDP Enrollment Questionnaire is given in Table 8.

TABLE 8
THE NUMBER OF MILES CBDP STUDENTS LIVE FROM OCU

	Number of Miles	Number	Percent
1.	2 or less	6	17
2.	3 - 10	17	49
3.	11 - 25	8	23
4.	26 - 50	2	6
5.	51 - 100	1	3
6.	Over 100	1	3
7.	No Response	0	0
	TOTAL	35	101

In general, CBDP students tend to live close to the OCU Campus with 66 percent of the students living within ten miles of the campus. The proximity to the OCU campus indicated in Table 8 may have more to do with the referral sources (see page 22) than any characteristics of the program. In fact, the CBDP is probably more suited for students who live farther from campus than the traditional program.

In summary, the "typical" CBDP student seems to be older, married, working full time, established in an occupation, has a relatively high income level, and a small to average size family. Although, there is always a danger in stereotyping the "typical" student, the CBDP has attracted a substantial proportion of students who seem to be under-represented in traditional undergraduate programs. The next section on CBDP students' reasons for enrollment will amplify the questions of why these students chose the CBDP.

CBDP Students' Reasons for Enrollment:

The CBDP Enrollment Questionnaire asked students to indicate how important each of a predetermined set of reasons was for their enrollment in the

CBDP. The list of reasons was adapted from the "Student Biographical Inventory" developed by Empire State College and included an item for "other" reasons. Students responding to this item of the Enrollment Questionnaire were asked to check whether each reason was "Not Important," "Somewhat Important," or "Very Important." In addition, students were instructed to circle the letter of the reason that they felt was most important for their enrolling in the CBDP.

Table 9 gives the students' responses to the reasons for enrollment item and the mean rating for each item. The mean rating was arrived at by averaging the values of the students' responses giving a value of 1 to responses of "Not Important," 2 to the responses of "Somewhat Important," and 3 to the responses of "Very Important." Of the 35 students completing the Enrollment Questionnaire, 33 responded to most of the individual reasons and a thirty-fourth responded to only one of the items. Therefore, the number (N) of the responses is given in Table 9.

TABLE 9
FREQUENCY AND MEAN RESPONSE OF CBDP STUDENTS
TO REASONS FOR ENROLLMENT ITEM

	Reasons	Not Imp.	Somewhat Imp.	Very Imp.	N	Mean Rating
a.	The possibility of receiving credit for prior informal learning experience.	1	6	26	33	2.76
b.	The good reputation of OCU.	3	14	16	33	2.39
c.	I have friends in the CBDP.	27	5	1	33	1.21
d.	CBDP student recommended the program.	25	6	2	33	1.30
e.	The chance to use several different modes of learning.	1	9	23	33	2.67
f.	The independence allowed by the CBDP.	2	6	25	33	2.70
g.	My boss wanted me to go.	26	6	1	33	1.24
h.	My spouse wanted me to go.	25	6	1	32	1.25
i.	My parents wanted me to go.	29	3	1	33	1.15
j.	I can work as well as study in the CBDP.	4	7	22	33	2.55
k.	A counselor recommended the CBDP.	26	4	3	33	1.30
l.	I wanted to live at home while going to college.	23	2	8	33	1.55
m.	The chance to get a degree quickly.	9	10	15	34	2.18
n.	Other	--	--	2	2	--

Of the thirteen reasons that were prespecified, six received mean ratings of 2.18 or better. These reasons in rank order by means are:

a. The possibility of receiving credit for prior informal learning experience (2.76).
f. The independence allowed by the CBDP (2.70).
e. The chance to use several different learning modes (2.67).
j. I can work as well as study in the CBDP (2.55).
b. The good reputation of OCU (2.39).
m. The chance to get a degree quickly (2.18).

The six responses, listed above, as having the highest importance rating have a difference between highest rated response and the sixth rated response of only .58. This compares to a difference of .63 between the means of the sixth and seventh rated responses and .88 between sixth and eighth rated responses. The total range of the mean response for all reasons was 1.15.

Only two of the CBDP students indicated an additional reason in the space provided for "other." The first student listed the following: "I want a learning experience, and this program is probably the only way I would have attempted a college degree." The second student stated: "More flexibility to intensify my learning in realistic areas." Both of these students also indicated their "other" reasons as being most important for their enrolling in the CBDP.

Twenty-five of the CBDP students that responded to the Reasons for Enrollment item also indicated a "most important" reason. The possibility of receiving credit for prior informal learning was by far the "most important" reason. "The chance to use several different modes of learning" and "The chance to get a degree quickly" came in a distant second with three students each indicating these reasons as being most important. The category of "other" was the next most important goal mentioned. Finally, "The good reputation of OCU," and "I can work as well as study in the CBDP" each had one student indicating it as most important.

Discussion of CBDP Students' Reasons for Enrollment:

The major elements, other than the good reputation of OCU, in the CBDP seem to revolve around two central issues. First are the provisions in the CBDP for granting credit for non-traditional prior learning experience. This

is of special advantage to older students who have had or have made for themselves substantial opportunities for high level experiences without a degree. By granting credit for non-traditional learning experience, two things are accomplished: 1) the time required to obtain a degree is shortened, and 2) the student is not required to sit through classes and cover material with which he/she is already familiar and material which the student may be applying in his/her everyday working life. If highly competent individuals are required to sit in classes where they already know the majority of the material, the process of obtaining a degree amounts to essentially four years of work that, on the whole, may be only an expensive bore. It is not difficult to see how older, highly competent, and experienced individuals might not choose a traditional program where their experience and expertise is essentially discounted and tagged as nice but not quite relevant. As will be noted in the section on student goals, the majority of students are not opposed to traditional education and plan to go to graduate school on completion of their bachelor's degree. In fact, the traditional program may be able to attract substantial numbers of older more experienced students solely by making provisions for accepting prior learning experiences.

The second major element of the CBDP that its students find attractive is the independence and flexibility of the program. The older student who is highly competent, as well as some younger students, has developed effective learning strategies that he/she has found helpful in learning all kinds of things; the student didn't stop learning upon leaving school. In the CBDP, the student can use the learning strategies that he/she has found successful as well as have the opportunity to experiment with new ones.

On the whole, CBDP students are used to working independently and are accustomed to taking responsibility for their work. The second aspect of the CBDP, independence and flexibility, is that it makes achieving a degree physically possible. Again, older more experienced students tend to have positions that require periodic travel and/or that require problem solving and the taking of leadership roles in their activities. In addition to travel which makes the traditional term structures unfeasible, CBDP students' working hours are less likely to be highly structured as far as time is concerned. They are more likely to have heavy times when they must work intensely

requiring extra hours at certain periods and then have some slack time after problems have been solved, reports written, or major projects completed.

In summary, for many of the older students, the CBDP may be the only realistic means by which they can earn a bachelor's degree. The special elements in the CBDP that make the program a viable alternative are its acceptance of non-traditional prior learning and the independence and flexibility allowed the individual student. The special subset of students served by the program seems to be the students who most need these special elements and are most able to take advantage of them.

CBDP Student Goals:

The next question to be addressed is "What do CBDP students want to get out of the program?" Included as part of the Enrollment Questionnaire was the list of student goals developed by Empire State College. For each goal listed, the student was asked to indicate whether the goal was:

1. Of no importance
2. Of some importance
3. Important
4. Very important

Of the 35 students completing the Enrollment Questionnaire, 33 completed the personal goals inventory section. Table 10 shows the frequency and mean ratings given by students to each of the goals. In Table 10, the goals are listed in rank order by mean response to facilitate the table's interpretation. All 33 students completing the personal goals inventory section responded to all goals except one student who skipped goal m.--"simply, to learn." Therefore, the mean rating for this item is computed on the basis of 32 responses, and all other means presented were computed on the basis of 33 responses.

TABLE 10
CBDP STUDENTS RESPONSES[1] TO
PERSONAL GOALS INVENTORY
N = 33

	Goals	No Imp.	Some Imp.	Imp.	Very Imp.	Mean Response
e.	To meet the academic requirements necessary to enter a profession or graduate school.	2	3	8	20	3.39
n.	To improve my professional status.	3	4	13	13	3.09
m.	Simply, to learn.[2]	0	9	13	10	3.03
o.	To increase my desire and ability to undertake self-directed learning.	3	7	12	11	2.94
d.	To attain specific skills that will be useful on a job.	1	12	12	8	2.82
g.	To increase my awareness of different philosophies, cultures and ways of life.	3	14	9	7	2.61
i.	A degree is required on my present or future job.	6	13	4	10	2.55
c.	To develop a new career.	8	10	7	8	2.45
h.	To improve my chances of making money.	5	14	8	6	2.45
l.	To improve my self image.	7	11	10	5	2.39
a.	To increase my appreciation of art, music, literature and other cultural forms.	4	17	9	3	2.33
k.	To develop an understanding of science and technology.	8	12	9	4	2.27
j.	To learn to participate effectively as a citizen in any community.	9	11	9	4	2.24
f.	To become involved in social or political concerns.	9	14	6	4	2.15
b.	To discover my vocational interests.	11	13	6	3	2.03
p.	Other	--	--	--	4	--

[1]Present in rank order by mean response

[2]N = 32 for this item

As indicated by the frequency of responses listed in Table 10, each goal was "very important" to some students and, with the exception of "simply, to learn," each goal was "of no importance" to some students. The average number of goals checked by students as "very important" was 3.6, and the average number of goals checked as "important" was 4.1. To single out one or two goals as being the goals of CBDP students would be to grossly oversimplify what students hope to attain from their involvement in the CBDP. In fact,

the rank ordering of goals given in Table 10 would change substantially if the criteria for the rank order were changed from mean response to number of students who indicated the goal as "very important." For example, the goal with the third highest mean score had the same number of students indicating it as "very important" as did the goal with the seventh highest mean response.

Students were requested in the instructions for the personal goals inventory section to go back and circle the goal they felt was "most important" for them. Of the 33 students completing the goals inventory, 23 indicated a goal as being "most important." Table 11 gives the frequency with which these students indicated a goal as being most important and also gives the mean rating for the goal and its ordinal position by mean rating for the original list of 15 specific goals.

TABLE 11
STUDENT GOALS INDICATED AS MOST IMPORTANT

	Goal	Freq.	Mean Response	Ordinal Position of Mean[1]
a.	To meet the academic requirements necessary to enter a profession or graduate school.	7	3.39	1
m.	Simply, to learn.	3	3.03	3
i.	A degree is required for my present or future job.	3	2.55	7
p.	Other	3	--	--
o.	To increase my desire and ability to undertake self-directed learning.	2	2.94	4
c.	To develop a new career.	1	2.45	8
h.	To improve my chances of making money.	1	2.45	8
m.	To improve my professional status.	1	3.09	2
d.	To attain specific skills that will be useful on a job.	1	2.82	5
f.	To become involved in social or political concerns.	1	2.15	14

[1]Ordinal position of mean among the 15 specific goals listed.

The goals rank ordered by frequency of student indicating the goal as most important is considerably different than the rank order by mean rating and

the rank order that would be obtained by using the frequency of students indicating the goal as very important.

A reasonable explanation of the results might be that students plan to enhance their occupational status by not only getting a degree but also by learning something along the way to the degree. In the least, the CBDP students don't seem to plan on "just" getting a degree but also fully intend to leave the program knowing more than when they entered.

The most consistent result, regardless of how the goal data are approached, is that CBDP students are very concerned that during the program they meet the academic requirements required for graduate school. This goal comes out as the most important goal for most students in all three approaches to the goals' data. The majority of students (80 percent) expect to eventually obtain a degree beyond the bachelor's level. Table 12 shows the CBDP students' responses to the question "What is the highest degree that you intend to obtain?"

TABLE 12
HIGHEST DEGREE CBDP STUDENTS
EXPECT TO OBTAIN

	Degree	Freq. of Response	Percent
1.	None	1	3
2.	Associate Degree (A.A. or equivalent)	0	0
3.	Bachelor's Degree	4	11
4.	Master's Degree (M.A., M.S., etc.)	17	49
5.	Doctor of Philosophy or Education (Ph.D. or Ed.D.)	6	17
6.	Medical Degree (M.D., D.D.S., etc.)	0	0
7.	Law Degree (LL.B., J.D.)	5	14
8.	Bachelor or Doctor of Divinity (B.D. or D.D.)	0	0
9.	Don't know	2	6
		35	100

These data would indicate that, for many students, the CBDP rather than being an end in itself might better be considered the starting point of the formal education process. The importance that graduate school plays in the plans of CBDP students was not anticipated. Although it was assumed that some CBDP students would also be interested in graduate school, it was not expected that 80 percent of the students would intend to attain a graduate degree. As of Nov. 1, 1976, seven CBDP students had graduated from the program and four were enrolled in graduate work, three of which were at OCU.

In summary, the CBDP student comes to the program to learn and continue his/her formal education, beyond the bachelor's level, and expects the education to be important and relevant to his/her occupational goals. By allowing the older more experienced student to obtain credit for non-traditional prior learning and thereby shorten the degree process, the CBDP has opened up to an area of formal education those students who otherwise have looked at formal education as an exceedingly time and energy consuming process with little benefit in return.

If There Were No CBDP:

The CBDP student is different from the traditional student in regard to age, marital status, and number of hours worked. As such, it seems that the CBDP has succeeded in making the advantages of higher education available to a group of people either not previously served or, at best, underserved. The CBDP student population, far from being opposed to formal higher education, seems to want more formal education after obtaining the bachelor's degree.

To provide additional information as to whether the CBDP was truly attracting a group of students who would not be at the University otherwise, an item was included on the Enrollment Questionnaire as to what the student's plans might be if there were no CBDP available. Table 13 shows how CBDP students responded to this item.

TABLE 13
CBDP STUDENT PLANS IF THERE WERE NO CBDP

If there were no CBDP, would you:	Freq.	Percent
1. Be going to another University in Oklahoma?	5	14
2. Be going to another University outside Oklahoma?	0	0
3. Be in another OCU program?	12	34
4. Not going to college?	12	34
5. Don't know?	6	17
TOTAL	35	99

Thirty-four percent indicated that they would be at OCU if there were no CBDP. These students would be at the University and involved in the traditional program; however, they obviously felt that the CBDP was more suited to

their needs. Forty-eight percent came to the University specifically due to the CBDP, and 17 percent were undecided as to their plans for higher education.

The ability of the CBDP and/or programs similar to the CBDP to attract new students as indicated by Table 13 is probably a fairly conservative estimate. Half the referrals to the program came from OCU faculty, staff, and students; and no real effort has been aimed at making the program public, due to the waiting list already established for the limited slots available in the program. In addition, there is considerable competition from state supported universities and junior colleges in the area with much lower tuition and fee schedules. What is not available in other area colleges and universities are programs with the independence and flexibility of the CBDP or the systems for assessing non-traditional prior learning and the subsequent granting of credit for what the student knows and can do.

SECTION 5:
SO WHAT?

The Competency-Based Degree Program (CBDP) is a non-traditional degree program that operates within a traditional university. The CBDP maximizes the opportunity for students to assume control over the process and outcome of their education. CBDP students are also given the option of receiving substantial credit for their non-formal prior learning experience. As such, the CBDP not only allows the student to be independent; it, to a very great extent, requires the student to be independent.

As an alternative degree structure at OCU, the CBDP is not appropriate for all students. The same independence, lack of structure, and flexibility that makes the CBDP attractive to many older and more experienced students may be a trap to students who want or need the structure inherent in the traditional program. Both the CBDP and the traditional programs at OCU have their advantages and disadvantages given the needs of any individual student. Both programs share the same goal and overriding concern of meeting the individual student's educational needs and goals by providing high quality educational services. When reviewing the data on CBDP students, it should be clear that the CBDP attracts and can serve effectively a specific subgroup of students who are at best under-represented in traditional higher educational programs.

The presentation of the data from the CBDP Enrollment Questionnaire provides limited descriptive information. The data help support, in a concrete way, the observations made by the OCU faculty, staff, and students involved in the program over the last two and one-half years. What is not evident in the data is the list of personal achievements the students have amassed, the continual process of self-education that they have undertaken, and the combination of enthusiasm and apprehension with which they approach their new venture into formal education. The older CBDP students typically have achieved a high level of expertise in their chosen fields that has allowed them to obtain and function effectively in positions that usually require a minimum of a bachelor's degree.

This new student group creates both new opportunities and new problems for university faculty and staff. The traditional and somewhat narrowly defined student-faculty roles do not work very well in the personal and individual environment of the CBDP. Students, faculty, and staff in the CBDP must have or develop greater flexibility in their teaching, learning, and personal behaviors. The following observations about working with CBDP students are respectfully offered as observations and not well verified facts or laws. As such, these may be insightful, meaningful, and perceptive or totally wrong and in error. In addition, the observations do not apply to all students; however, the authors feel that the situations identified occur with sufficient frequency to warrant mention.

Student Educational Needs:

Although the CBDP student comes to the program with substantial non-academic credentials, this does not necessarily mean that the role of the program is only one of certification of past learning experiences. Students also come to the program with real educational needs that can be effectively met in the university setting. In fact the concern of higher education with cognitive, conceptual, and theoretical aspects of knowledge are precisely the areas in which the CBDP students want and need the most work. Wher working with experienced students in the areas of their expertise, the students are often quite anxious to obtain the conceptual and theoretical tools that can help them organize their experiences and make these more meaningful. When an appropriate theoretical or conceptual model is presented to the CBDP student, the learning occurs very rapidly. This theory is very quickly tied to an experiential base, and the student can continually return to this base as a resource in order to make theoretical concepts meaningful.

The opposite situation may occur in the liberal arts areas of the student's Degree Contract. This has been especially true in Aesthetics and the Arts. In this area, the student who has been heavily involved in business or some other discipline may feel totally helpless with the arts. In working with CBDP students, it is often necessary to provide the student with both experience and theory. Since the CBDP students as a whole have developed effective strategies for learning from their experience,

it is often preferable to provide the student an experience and then follow this with the theory or history. It is not at all unusual to have a CBDP student do 80 to 90 percent of his/her work in the program in the Liberal Arts Competency Areas. Often the greatest service the University can offer the students is to provide the means for them to liberalize their backgrounds into areas that they have been unable to explore previously rather than teach them more about what they already know or can do well.

Faculty Interviews as an Assessment Technique:

There has been a great deal of concern in the non-traditional literature concerning the assessment and eva'uation of non-traditional learning. Although the need to maintain academic standards is very important, it is not necessarily true that the way to maintain standards is through highly structured, formalized, and, at times, ritualized assessment techniques. Often, the single most valuable and flexible assessment resource is only given minimal attention. This resource, of course, is the individual faculty member. The faculty are as equally adept at evaluating the specific competency claims as they are at approving whole contracts.

In the CBDP, students make specific competency claims that are then assessed. For example, a student would not make a competency claim such as:

1. I understand behavioristic psychology.

A student might make a claim such as:

2. I understand the fundamental concepts of behavior modification including stimulus, response, reinforcement, extinction, generalization, and discrimination.

This second statement can be easily assessed by a faculty member in the Psychology Department with expertise in behavioral psychology. The technique used is up to the professor, and the criterion is that the professor be satisfied that the student has the competency claimed. The professor is more than qualified to assess the competency, has a commitment to maintain the academic standards, and knows where to send the student for any information that he/she may need.

The most often used assessment technique by faculty is the oral interview. The assessment interviews with faculty have become one of the most

potent educational activities as well as functioning to insure that the academic standards are maintained. Often students report that the interviews are not only enjoyable but that they have learned a great deal in the process of being assessed. Students may also undertake extra reading, even if they have demonstrated the competency as claimed, simply because the professor mentioned something interesting and told them where to go to get additional information. In cases where the student does not have the competency as claimed, the professor can usually direct the student to additional information and resources.

Of course, the assessment interview with faculty members is not the only form of assessment technique used in the CBDP. The assessment interview has proven to be the most valuable technique in terms of the total educational goals of the CBDP. The assessment interview has functioned successfully and often simultaneously as a) an assessment technique, b) a diagnostic tool, c) a stimulus for new learning, and d) an information resource.

Establishing a Working Relationship:

The working relationship between CBDP students and faculty may vary considerably from the relationships usually established between students and faculty. The amount of one-to-one contact between students and faculty is greatly increased, and the personalities and attitudes of both students and faculty play a larger role in the educational process. This more personal relationship between students and faculty can be both an advantage and a disadvantage. If the faculty member and student find each other open, friendly, and likeable, the tasks at hand become not only more enjoyable for both parties but also much additional information of value for planning educational activities and optimizing the learning that will occur will be readily available.

On the other hand, although most faculty and students are friendly and likeable people, increased contact with a person you do not like is not only unpleasant but may do little to further the educational process. The opportunity needs to be available for both students and faculty to quickly and easily change partners without any implication that there is something "wrong" with either the student or the faculty member.

A second aspect of the working relationship that can prove troublesome is the occasional lack of mutual respect that is evidenced between a student and faculty member. The CBDP students are likely to be established and respected members of their professions and communities. As such, they expect that they and their time be respected. They tend to expect professors to be available and on time for appointments, to be prepared for the appointment, not to talk down to them, and to utilize effectively the time that they spend together. Both students and faculty need to respect each other and their time. Since the faculty member has the power to approve or disapprove contracts and to be helpful or not helpful, he/she is more likely to exert the leverage to make the student respect his/her time. The student is in the role of needing the faculty to approve, guide, and assist him/her in obtaining the degree and has less leverage. Due to this situation, it is the faculty member who is most likely to exercise the major influence in determining the quality of the working relationship.

What's Next?:

A distinction needs to be made between structuring how a student progresses through the program and structuring the learning activities and the content. If the programs, structures, and procedures are too loosely defined, both students and faculty get bogged down trying to figure out what are the steps and when to make the next step. In developing any new system, the system must be defined so that the individuals involved in the system can identify where they are in the system, what to do next, how far they are from their goal, and where the needed resources are. Defining the final outcome (i.e., the Degree Contract) is not enough. The student and faculty must have a logical sequence of steps leading towards the final outcome. In addition, both students and faculty must understand the workings of the system.

Language and Vernacular:

The concerns with language and vernacular are two-fold. The first has to do with the program itself, which has developed and borrowed its own particular language. By contrast, students in the traditional program know what credits, grades, and classes are all about; however, the CBDP student may never have known terms such as competency statements, learning contracts, and non-formal learning. As the faculty and staff become accustomed to the program

and its special language, it is easy to start assuming that the students understand the terms that they are now using.

Second, and probably more important, the student who has acquired knowledge experientially may very well not use or be familiar with the academic jargon of a particular field. This requires that the faculty member be flexible in communicating with the student. If the faculty member does not move out of the academic framework or if the student does not move into an academic framework, little is accomplished and meetings become confusing and non-productive.

As a final note, the students who consistantly do well in the program and move most easily and rapidly through the program tend to be those with the best oral and written communication skills. Although the program structure is adaptable to a variety of potential student populations, provisions should be made to work with and/or teach communication skills if the expected student population does not already possess these skills. This has not been a major problem in the CBDP due to the characteristics of the student population to date. As plans are made to expand the program, these concerns with communication skills are being given major consideration.

The Student as a Resource:

The extensive backgrounds of the CBDP students enable them to work with each other in a way not usually available in traditional programs. In addition, they can often be of substantial help to the University itself. To date, students have produced video-tape and slide-tape presentations for use by other students, suggested ways to improve the program's structure, helped set-up educational programs, and worked as tutors and consultants for other students. The ways in which these students can help further the goals of the program are just beginning to be explored. The CBDP is hoping to develop additional ways to tap the CBDP students as a resource for the University as a whole as well as for the Competency-Based Degree Program in particular.

In summary, the CBDP has substantially achieved its goal of expanding the availability of higher educational resources to individuals previously inhibited or prohibited from getting a degree. The group of students attracted to the program seems to be at least as non-traditional as the program. The changes demanded in order to make this type of program succeed are not limited to the program's formal structure. Changes are also required in teaching and learning strategies, the professor-student roles and relationships, and in the communicative and inter-personal skills of students and faculty. The University's

rewards for the efforts expended include increased income for the university and the enhancement of the university's ability to serve the community.

APPENDIX A:

ENROLLMENT QUESTIONNAIRE

EVALUATION QUESTIONNAIRE

FALL 1976

1. Name:_____

2. Sex: ( )1. MALE ( )2. FEMALE

3. Date of Birth: ___-___-___
Mo. Day Year

4. Marital Status: ( )1. MARRIED ( )2. NOT MARRIED
   a. Number of Minor Children_____
   b. Number of Dependents (including spouse)_____

5. Are you (please mark one that best applies):
   ( )1. White/Caucasian American
   ( )2. Black/Negro/Afro-American
   ( )3. American Indian
   ( )4. Oriental-American
   ( )5. Mexican-American/Chicano
   ( )6. Puerto Rican-American
   ( )7. Other (e.g., foreign student)_____

6. Do you feel a strong identification with any ethnic group (e.g., Italian)?
   ( )Yes ( )No If yes, please specify_____

7. Have you ever served in active duty in the United States Armed Services?
   ( )1. Yes, am serving now
   ( )2. Yes, but not serving now
   ( )3. No

8. What is your current primary occupation? (a) Occupation_____
   (b) Years in occupation_____ (c) Hours worked per week_____

9. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (If married, include spouse's income.)
   ( )1. None
   ( )2. Less that 1,000
   ( )3. 1,001 - 4,000
   ( )4. 4,001 - 7,000
   ( )5. 7,001 - 10,000
   ( )6. 10,001 - 15,000
   ( )7. 15,001 - 20,000
   ( )8. 20,000 - 30,000
   ( )9. 30,001+

10. Given your responsibilities (job, marriage, family, etc.), how difficult do you think it will be to "keep up" in CBDP?
   ( )1. I can do what I have to do rather easily.
   ( )2. Being in CBDP, under current circumstances, will require some effort.
   ( )3. Being in CBDP, under current circumstances, will require very substantial effort.
   ( )4. I am concerned that I may not be able to do all the things planned.

11. How do your family, friends, and employer feel about your enrolling in the CBDP?

	Family	Friends	Employer
1. Strongly encouraging	( )	( )	( )
2. Somewhat encouraging	( )	( )	( )
3. Neutral	( )	( )	( )
4. Somewhat discouraging	( )	( )	( )
5. Strongly discouraging	( )	( )	( )
6. Not applicable (e.g., unemployed or won't say)	( )	( )	( )

Previous Education

12. From what kind of secondary school did you graduate?
    - ( )1. Public High School
    - ( )2. Private (non-religious, non-military)
    - ( )3. Church related
    - ( )4. Private military academy
    - ( )5. Did not graduate
    - ( )6. Other (please specify) _____

13. Where did you rank academically in your high school graduation class?
    - ( )1. Top 10 percent
    - ( )2. Top 25 percent
    - ( )3. Top half
    - ( )4. Bottom half
    - ( )5. Don't remember
    - ( )6. Didn't graduate

14. Is this the first time that you ever enrolled in any educational institution beyond high school? ( )Yes ( )No

15. Have you ever attended a proprietary institution (e.g., barber school, business school, secretarial school, mortician school, etc.)? ( )Yes ( )No

Selection of CBDP

16. How many miles do you live from OCU?
    - ( )1. 2 or less
    - ( )2. 3 - 10
    - ( )3. 11 - 25
    - ( )4. 26 - 50
    - ( )5. 51 - 100
    - ( )6. Over 100

17. How did you first hear about CBDP?
    - ( )1. OCU Admissions Office
    - ( )2. Other OCU faculty or staff
    - ( )3. OCU student newspaper
    - ( )5. CBDP student
    - ( )6. Other OCU student
    - ( )7. Other source (please specify) _____

18. If there was NO CBDP, would you:
    - ( )1. Be going to another University in Oklahoma?
    - ( )2. Be going to another University outside Oklahoma?
    - ( )3. Be in another OCU program?
    - ( )4. Not going to college?
    - ( )5. Don't know

19. What will be your area of concentration in the CBDP?_____

20. In deciding to enroll in the CBDP, how important to you was each of the following reasons? (Mark one answer for each reason). Also, circle the letter of the item that is most important to you.

	Not Important	Somewhat Important	Very Important
a. The possibility of receiving credit for prior informal learning experiences.	( )	( )	( )
b. The good reputation of OCU.	( )	( )	( )
c. I have friends in the CBDP.	( )	( )	( )
d. CBDP student recommended the program.	( )	( )	( )
e. The chance to use several different modes of learning.	( )	( )	( )
f. The independence allowed by CBDP.	( )	( )	( )
g. My boss wanted me to go.	( )	( )	( )
h. My spouse wanted me to go.	( )	( )	( )
i. My parents wanted me to go.	( )	( )	( )
j. I can work as well as study in the CBDP.	( )	( )	( )
k. A counselor recommended the CBDP.	( )	( )	( )
l. I wanted to live at home while going to college.	( )	( )	( )
m. The chance to get a degree quickly.	( )	( )	( )
n. Other (please specify)_____ _____	( )	( )	( )

21. What is the highest academic degree that you intend to obtain? (check one)
( )1. None
( )2. Associate degree (A.A. or equivalent)
( )3. Bachelor's degree (B.A., B.S., etc.)
( )4. Master's degree (M.A., M.S., etc.)
( )5. Doctor of Philosophy or Education (Ph.D. or Ed.D)
( )6. Medical Degree (M.D., D.D.S., etc.)
( )7. Law Degree (LL.B., J.D.)
( )8. Bachelor or Doctor of Divinity (B.D. or D.D.)

22. How many credit hours of traditional college work do you currently have?_____
Are these semester hours ( ) or quarter hours ( )?

23. Are you currently enrolled in traditional coursework at OCU? ( )1. Yes
( )2. No How many hours?_____

PERSONAL GOALS INVENTORY

The Purpose of this inventory is to aid us in determining whether your individual goals were achieved while you were in the CBDP. Below are listed goals some students feel are important to them and a space for "other" if you have a particular goal that has not been listed. Please indicate the importance of each goal for you by checking (x) whether the goal is of no importance, or some importance, important, or very important to you. Also circle the letter of the goal that is most important to you.

Goals	Of No Importance	Of some Importance	Important	Very Important
a. To increase my appreciation of art, music, literature and other cultural expressions	( )	( )	( )	( )
b. To discover my vocational interests	( )	( )	( )	( )
c. To develop a new career	( )	( )	( )	( )
d. To attain specific skills that will be useful on a job	( )	( )	( )	( )
e. To meet the academic requirements necessary to enter a profession or graduate school	( )	( )	( )	( )
f. To become involved in social and political concerns	( )	( )	( )	( )
g. To increase my awareness of different philosophies, cultures and ways of life	( )	( )	( )	( )
h. To improve my chances of making more money	( )	( )	( )	( )
i. A degree is required for my present or future job	( )	( )	( )	( )
j. To learn how to participate effectively as a citizen in my community	( )	( )	( )	( )
k. To develop an understanding and an appreciation of science and technology	( )	( )	( )	( )
l. To improve my self image	( )	( )	( )	( )
m. Simply, to learn	( )	( )	( )	( )
n. To improve my professional status	( )	( )	( )	( )
o. To increase my desire and ability to undertake self-directed learning	( )	( )	( )	( )
p. Other (please specify)_____ _____	( )	( )	( )	( )

APPENDIX B:

OCU STUDENT SURVEY

1976-77 OCU STUDENT SURVEY

Please answer each question. This questionnaire is designed to provide a statistical profile of OCU's student body. If you have filled out this form in another class, please do not do so again. Thank you.

1. School: _____ Arts and Sciences
   _____ Management and Business Sciences
   _____ Music and Performing Arts
   _____ Law

2. _____ Undergraduate _____ Graduate

3. Degree Program:

   _____ BA _____ BS _____ BBus _____ BMus
   _____ BPA _____ JD _____ MBA _____ MPA
   _____ MSA _____ MAT _____ MM _____ MCJA
   _____ Unclassfied

4. Number of hours currently enrolled:
   _____ 0-3 _____ 7-11
   _____ 4-6 _____ 12+

5. Sex: _____ Male _____ Female

6. Age: _____ 15-22 _____ 36-49
   _____ 23-28 _____ 50+
   _____ 29-35

7. Married: _____ Yes _____ No

8. Campus Resident: _____ Yes _____ No

9. If commuter: Distance to OCU
   _____ 0-5 Miles _____ 16-22 Miles
   _____ 6-10 Miles _____ Over 22 Miles
   _____ 11-15 Miles

10. Number of hours worked off-campus:
    _____ 0-10 _____ 30-39
    _____ 11-19 _____ 40+
    _____ 20-29

11. Religious Preference: _____

12. Race: _____ Caucasian
    _____ Black
    _____ Oriental
    _____ Indian (U.S.)

13. Veteran: _____ Yes _____ No

14. Country, if other than U.S.: _____
    _____

15. Is one or both of your parents an OCU graduate? _____ Yes _____ No

16. My hometown is: _____
    _____

17. Why are you attending OCU? (Rank in order 1, 2, 3)

    _____ Convenient Location
    _____ Cost
    _____ Church Related School
    _____ Academic Reputation
    _____ Financial Aid
    _____ Non-Traditional Program
    _____ Meets Specific Program Needs
    _____ Small Size
    _____ Study with a specific Teacher
    _____ Friend Attending
    _____ Parental Influence
    _____ Contact by High School Counselor
    _____ Contact by Minister
    _____ Contact by OCU Representative
    _____ Campus Visit

    Other, _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____